**Network Learning Communities Action Plan**

2011 WAPT

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|  | Focus of work | Evidencing the impact | **Monitoring the shifts** |
| Curriculum and NZC | Justify our school curriculum to students, parents and the wider educational community, linking this to NZC. | * Staff, students, parents and the wider educational community can articulate significant aspects of the school curriculum. * Leaders can justify the school curriculum to outside audiences with reference to NZC. | * Improve documentation of school curriculum reflecting NZC vision. * Leaders consult students and community on school on school curriculum. * Present and justify the school curriculum to outside audiences. |
| Maori | Involve maori whanau with the school and develop the school as a culturally responsive learning context. | * Maori whanau are more involved in the school. * Maori tikanga is evident in school environment. * Maori tikanga is integrated into learning and shared with our community. * Maori students demonstrate leadership. | * Students use Maori tikanga both in and out of the classroom. * Use Measurable Gains Framework 3.5 (establish baselines and progress over time) * Document evidence e.g. Productions, student reflection, voicethread. |
| Student Enquiry | To enable students to learn how to learn and develop. | * Use effective tools for monitoring development in these areas. * Student reflection uses the language of learning and K.C. | * Wider use of tools used by students to reflect on their own learning. * Students discuss their learning * Ongoing reflection is part of reporting to parents. |
| Teacher Enquiry | To improve the quality of evidence of students learning how to learn and use it to reflect on the effect of teaching. | * Use effective tools for monitoring development in these areas. * Teacher reflection uses the language of learning and K.C. | * Wider use of tools used by teachers to reflect on student learning. * Ongoing reflection is part of reporting to BOT and MOE. |
| Curriculum  - Numeracy | Update numeracy planning, teaching, reporting and resources. | * Planning and resources are up to date and teaching and reporting reflects this. | * Improvement in mathematics confidence, achievement and progress. |
| Leadership | Use distributive leadership principles and collect evidence of progress against cluster goals. | * Document cluster goals. * The strengths of each principal will be identified and used to lead various aspects of professional development. * Monitor and report on shifts which are collated. | * Use action plan. * Reflection on effectiveness of the cluster processes. |